

Standards of Accreditation Chapter 55
Final Recommended Changes to Chapter 55 Rule Language
April 2012

Administrative Rules of Montana 10.55.701-10.55.705	Recommended Changes
10.55.701 BOARD OF TRUSTEES	
(1) The board of trustees shall ensure that the school district complies with all local, state, and federal laws and regulations.	(1) The board of trustees shall <u>develop systems to</u> ensure that the school district complies with all local, state, and federal laws and regulations.
(2) The board of trustees shall provide in each school building at least one copy of the accreditation standards for staff and public review.	(2) The board of trustees shall provide in each school building at least one copy of the accreditation standards for staff and public review.
(3) Each school district shall have in writing and available to the staff and public:	(3) <u>(2)</u> Each school district shall have in writing and available to the staff and public:
(a) a comprehensive philosophy of education;	(a) a comprehensive philosophy of education;
(b) goals that reflect the district's philosophy of education;	(b) <u>(a)</u> goals that reflect the district's philosophy <u>strategic plan</u> of education;
(c) sequential curricula for each program area that aligns to the content and performance standards and the district's educational goals;	(c) <u>(b)</u> sequential curricula <u>curriculum</u> for each program area that aligns to the state content and performance standards, and the district's educational goals; <u>grade-specific learning progressions, and program area standards;</u>
(d) policies establishing student assessment procedures that ensure evaluation of the	(d) <u>(c)</u> policies establishing student assessment procedures that ensure evaluation of the school's district's curricula and student learning. These

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school's curricula and student learning. These procedures shall specify how and when data are to be collected, analyzed, and reported;	procedures shall specify how and when data are to be collected, analyzed, and reported;
(e) policies that delineate the responsibilities of the board, superintendent, and personnel employed by the school district. The trustees shall review these policies on a regular basis and make them available to employees and the public;	(e) <u>(d)</u> policies that delineate the responsibilities of the board, superintendent, and personnel employed by the school district. The trustees shall review these policies on a regular basis; and make them available to employees and the public;
(f) a policy on student, parent, and school employee due process rights;	(f) <u>(e)</u> a policy on student, parent, guardian, and school employee due process rights;
(g) a policy that is designed to address bullying, intimidation, and harassment of students and school personnel;	(g) <u>(f)</u> a policy that is designed to addressing disciplinary procedures for bullying intimidation, and harassment of students and school personnel meeting the requirements in NEW RULE (10.55 719).
(h) an equity policy;	(h) <u>(g)</u> an equity policy;
(i) a transfer policy for determining the appropriate placement of incoming students;	(i) <u>(h)</u> a transfer policy for determining the appropriate placement of incoming students;

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(j) an academic freedom policy;	(j) <u>(i)</u> an academic freedom policy;
(k) a materials selection policy, including a challenge procedure, for all curricular and support materials;	(k) <u>(j)</u> a materials selection policy, including a challenge procedure, for all curricular and support materials;
(l) a copyright policy;	(l) <u>(k)</u> a copyright policy;
(m) a policy that defines the use of school facilities and resources;	(m) <u>(l)</u> a policy that defines the use of school facilities and resources;
(n) a parent involvement policy that	(n) a parent involvement policy that <u>(m) comprehensive family engagement policy align with meeting at least the following goals;</u>
(i) regular, two-way and meaningful communication between home and school	(i) regular, two-way and meaningful communication between home and school <u>Families actively participate in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class;</u>

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(ii) promotion and support of parenting skills;	(ii) promotion and support of parenting skills <u>Families and school staff engage in regular, two-way, meaningful communication about student learning;</u>
(iii) that parents play an integral role in assisting student learning;	(iii) that parents play an integral role in assisting student learning; <u>Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively;</u>
(iv) that parents are welcome in the school, and that their support and assistance are sought;	(iv) that parents are welcome in the school, and that their support and assistance are sought; <u>Families are empowered to be advocates for their own and other children, to ensure that students are treated equitably and have access to learning opportunities that will support their success;</u>
(v) parents as full partners in the decisions that affect children and families; and	(v) parents as full partners in the decisions that affect children and families; and <u>Families and school staff partner in decisions that affect children and families and together inform, influence, and create policies, practices, and programs; and</u>
(vi) community resources be used to strengthen schools, families, and student learning;	(vi) community resources be used to strengthen schools, families, and student learning; <u>(iv) Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation;</u>

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(o) a policy that incorporates the distinct and unique cultural heritage of American Indians and that is aligned with district educational goals; and	(e)-(n) a policy that incorporates <u>incorporating</u> the distinct and unique cultural heritage of American Indians and that is aligned with district educational goals; and
(p) a policy addressing distance, online, and technology delivered learning as defined in ARM 10.55.602	(p)-(o) a policy addressing distance, online, and technology delivered learning as defined in ARM 10.55.602;
	<u>(p) a policy that defines a significant writing program; and</u>
	<u>(q) a policy that addresses student health issues that arise in the school setting.</u>
(4) The board of trustees shall have valid, written contracts with all regularly employed certified administrative, supervisory, and teaching personnel.	(4) (3) The board of trustees shall have valid, written contracts with all regularly employed certified <u>licensed</u> administrative, supervisory, and teaching personnel.
(5) The board of trustees shall have written policies and procedures for regular and periodic evaluation of all regularly employed certified administrative, supervisory, and teaching personnel. The individual evaluated shall have a written copy of the evaluation, the opportunity to respond in writing to the evaluation, and access to his/her files. Personnel files shall be confidential.	(5) (4) The board of trustees shall have written policies and procedures for regular and periodic evaluation of all regularly employed certified administrative, supervisory, and teaching personnel. The individual evaluated shall have a written access to a copy of the evaluation <u>instrument</u> , the opportunity to respond in writing to the <u>completed</u> evaluation, and access to his/her files. Personnel files shall be confidential.
	<u>(a) The evaluation system for licensed teachers used by a school district shall include an assessment of the extent to which the teacher:</u>

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	<u>(i) understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences;</u>
	<u>(ii) uses understanding of individual differences and diverse cultures and communities, including American Indians and tribes in Montana, to ensure inclusive environments that enable each learner to meet high standards;</u>
	<u>(iii) works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation;</u>
	<u>(iv) understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content;</u>
	<u>(v) understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues;</u>
	<u>(vi) understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making;</u>
	<u>(vii) plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context;</u>



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	<u>(viii) understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways;</u>
	<u>(ix) engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner;</u>
	<u>(x) seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession; and</u>
	<u>(xi) demonstrates understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana.</u>
	<u>(b) The evaluation system for licensed administrators used by a school district shall include an assessment of the extent to which the administrators:</u>
	<u>(i) facilitates the development, articulation, implementation, and stewardship of a school or district vision of teaching and learning supported by the school community in order to promote the success of all students;</u>
	<u>(ii) promotes a positive school culture, provides an effective instructional program, applies best practice to student learning, and designs</u>

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	<u>comprehensive professional growth plans for staff in order to promote the success of all students;</u>
	<u>(iii) manages the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment in order to promote the success of all students;</u>
	<u>(iv) collaborates with faculty, families, and other community members, responds to diverse community interests and needs, including American Indian communities in Montana, and mobilizes community resources in order to promote the success of all students;</u>
	<u>(v) acts with integrity, fairness, and in an ethical manner in order to promote the success of all students; and</u>
	<u>(vi) understands, responds to, and ethically influences the larger political, social, economic, legal, and cultural context in order to promote the success of all students.</u>
(6) The board of trustees shall establish conditions that contribute to a positive school climate and morale by encouraging cooperative and harmonious relationships among the staff members, students, parents, and community.	(6) <u>(5)</u> The board of trustees shall establish conditions that contribute to a positive school climate and morale by encouraging cooperative and harmonious relationships among the staff members, students, parents, and community <u>which:</u>
(7) To enhance a positive learning environment, the board of trustees shall:	(7) To enhance a positive learning environment, the board of trustees shall:



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(a) establish a system to keep parents/guardians up to date on students' progress; and	(a) establish a system to keep parents/guardians up to date on students' progress; and
(b) use technology and equipment to facilitate management and instruction.	(b) use technology and equipment to facilitate management and instruction.
8) To ensure continuous education improvement, the district shall engage in a continuous school improvement process. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2006 MAR p. 755, Eff. 3/24/06; AMD, 2007 MAR p. 692, Eff. 5/25/07.)	(b)8) To ensure continuous education improvement, the district shall engage in a continuous school improvement process.
	(c) <u>establish mentoring and induction programs to assist licensed staff in meeting teaching standards as defined in ARM 10.55.701(4).</u>
10.55.702 LICENSURE AND DUTIES OF DISTRICT ADMINISTRATOR - DISTRICT SUPERINTENDENT	
(1) The district superintendent shall be:	(1) The <u>D</u> istrict superintendents shall be:
(a) licensed in accordance with state statutes and Board of Public Education rules;	(a) licensed in accordance with state statutes and Board of Public Education rules; <u>or</u>

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(b) considered appropriately assigned if the superintendent is enrolled in a Board of Public Education approved administrator/district superintendent internship program as defined below:	(b) considered appropriately assigned if the superintendent is enrolled in an <u>Board of Public Education accredited superintendent internship program in the State of Montana, and the school is reporting annually to the OPI on the progress of the intern. Internship program as defined in 10.55.602</u>
(i) the intern must be enrolled in an approved administrator/district superintendent training program with the state of Montana	(i) the intern must be enrolled in an approved administrator/district superintendent training program with the state of Montana <u>Supervision of the intern shall be provided throughout the year by a licensed and endorsed superintendent contracted by the district. Such supervision shall include participation in, and review of, and written concurrence in all performance evaluations of licensed staff completed by the intern</u>
(ii) the intern must have completed the principal endorsement requirements or be simultaneously enrolled in an administrator/principal internship program;	(ii) the intern must have completed the principal endorsement requirements or be simultaneously enrolled in an administrator/principal internship program; <u>should the accredited educator preparation program determine, in consultation with the employing school district, that the intern has failed to show sufficient and satisfactory annual progress toward completion of the program, the accredited educator preparation program shall dismiss the intern from the internship program.</u>
(iii) the intern must file an application with the Board of Public Education prior to placement within the local school districts in the state of Montana; and	(iii) the intern must file an application with the Board of Public Education prior to placement within the local school districts in the state of Montana; <u>and the accredited educator preparation programs shall report enrolled interns between 10/1 and 11/15 each year. The school district shall report the yearly progress of the intern to the OPI during the annual data</u>

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	<u>collection at the beginning of years two and three of the internship.</u>
(iv) at each assigned school district, the intern must annually receive an on-site visit by an appointed faculty member of the approved internship program.	(iv) at each assigned school district, the intern must annually receive an on-site visit by an appointed faculty member of the approved internship program.
(2) In cases where the intern is the only administrator hired by the district, the district shall contract with a properly licensed and endorsed administrator for annual and periodic supervision of the practice of the intern throughout the school year. Such supervision shall include participation in, review of, and written concurrence in all performance evaluations of licensed staff completed by the intern.	(2) In cases where the intern is the only administrator hired by the district, the district shall contract with a properly licensed and endorsed administrator for annual and periodic supervision of the practice of the intern throughout the school year. Such supervision shall include participation in, review of, and written concurrence in all performance evaluations of licensed staff completed by the intern. <u>An emergency authorization of employment is not a valid license; it is granted to a district which, under emergency conditions, cannot secure the services of an appropriately licensed and endorsed educator.</u>
(3) The district superintendent shall perform administrative duties in accordance with 20-4-402, MCA. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2002 MAR p. 3309, Eff. 11/28/02.)	No Change

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10.55.703 LICENSURE AND DUTIES OF SCHOOL PRINCIPAL	
(1) The school principal shall:	(1) The school principal shall <u>be</u> :
(a) be licensed in accordance with state statutes and Board of Public Education rules;	(a) be licensed in accordance with state statutes and Board of Public Education rules; <u>or</u>
(b) be considered appropriately assigned if the principal is enrolled in a Board of Public Education approved administrator/principal internship program as defined below:	(b) be be considered appropriately assigned if the principal is enrolled in an <u>internship as defined in 10.55.602</u> Board of Public Education approved administrator/principal internship program as defined below:
(i) the intern must be enrolled in an approved administrator/principal training program within the state of Montana;	(i) the intern must be enrolled in an approved administrator/principal training program within the state of Montana; supervision of the intern shall be provided throughout the year by the district superintendent, county superintendent, or, in the absence of either, a licensed and endorsed superintendent contracted by the district. Such supervision shall include participation in, and review of, and written concurrence in all performance evaluations of licensed staff completed by the intern.
(ii) the intern must file an application with the Board of Public Education prior to placement within a school district in the state of Montana;	(ii) the intern must file an application with the Board of Public Education prior to placement within a school district in the state of Montana; <u>should the accredited educator preparation program determine, in consultation with the employing school district, that the intern has failed to show</u>

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	<u>sufficient and satisfactory annual progress toward completion of the program, the accredited educator preparation program shall dismiss the intern from the internship program.</u>
(iii) at each assigned school, the intern must annually receive an on-site visit by an appointed faculty member of the approved internship program;	(iii) at each assigned school, the intern must annually receive an on-site visit by an appointed faculty member of the approved internship program; <u>The accredited educator preparation programs shall report enrolled interns between 10/1 and 11/15 each year. The school district shall report the yearly progress of the intern to the OPI during the annual data collection at the beginning of years two and three of the internship</u>
(iv) at each assigned school, the intern shall receive an appropriate level of supervision by a properly licensed and endorsed administrator hired by the district. Such supervision shall include participation in, review of, and written concurrence in all performance evaluations of licensed staff completed by the intern. In cases where the intern is the only administrator hired by the district, the district shall contract with a properly licensed and endorsed administrator for annual and periodic supervision of the practice of the intern throughout the school year.	(iv) at each assigned school, the intern shall receive an appropriate level of supervision by a properly licensed and endorsed administrator hired by the district. Such supervision shall include participation in, review of, and written concurrence in all performance evaluations of licensed staff completed by the intern. In cases where the intern is the only administrator hired by the district, the district shall contract with a properly licensed and endorsed administrator for annual and periodic supervision of the practice of the intern throughout the school year.
(c) have a license endorsed at the level assigned as a principal, except where one	(c) have a license endorsed at the level assigned as a principal, except

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individual serves as the single administrator for the entire district under ARM 10.55.705(1)(a) or (b), where the superintendent may hold either a high school or elementary principal endorsement. No individual may be assigned a total of more than 100% full-time equivalent (FTE);	where one individual serves as the single administrator for the entire district under ARM 10.55.705(1)(a) or <u>(1)(b)</u> , where the superintendent may hold either a high school or elementary principal endorsement. No individual may be assigned a total of more than 100% full-time equivalent (FTE);
(d) consider ways to:	(d) consider ways to ; <u>carry out the district's policies and procedures; and</u>
(i) provide instructional leadership;	(i) provide instructional leadership;
(ii) exercise vision in defining and accomplishing the school's mission;	(ii) exercise vision in defining and accomplishing the school's mission;
(iii) encourage teachers to have high expectations for student achievement;	(iii) encourage teachers to have high expectations for student achievement;
(iv) stress the importance of parents' and students' roles in academic	(iv) stress the importance of parents' and students' roles in academic
(e) involve staff and others in decision making and in setting, accomplishing, and assessing educational goals;	(e) involve staff and others in decision making and in setting, accomplishing, and assessing educational goals; <u>be responsible for the effective day-to-day operation of the school, including the management of finances, materials, and human resources.</u>
(f) carry out the district's policies and procedures;	(f) carry out the district's policies and procedures; (moved to (d))

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(g) be responsible for the effective day-to-day operation of the school, including the management of finances, materials, and human resources. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1992 MAR p. 1137, Eff. 5/29/92; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2002 MAR p. 3309, Eff. 11/28/02.)	(g) be responsible for the effective day-to-day operation of the school, including the management of finances, materials, and human resources.
	(2) <u>An emergency authorization of employment is not a valid license; it is granted to a district which, under emergency conditions, cannot secure the services of an appropriately licensed and endorsed educator.</u>
10.55.704 ADMINISTRATIVE PERSONNEL: ASSIGNMENT OF DISTRICT SUPERINTENDENTS	
(1) A district superintendent for a combined elementary-high school district or a county high school district or an independent elementary school district shall be assigned as follows:	(1) A district superintendent for a combined elementary-high school district or a county high school district or an independent elementary school district shall be assigned as follows: <u>(1) The assignment of licensed superintendents for all configurations of school systems shall be based upon full-time equivalency (FTE) and shall be assigned as follows:</u>
(a) full or part-time district superintendent and at least a half-time school administrator/principal as defined in ARM 10.55.705(1)(a) or (b) shall be employed for an independent elementary district with fewer	(a) A full or part-time district superintendent and at least a half-time school administrator/principal as defined in ARM 10.55.705(1)(a) or (1)(b) shall be employed for an independent elementary district with fewer than 18 full-time equivalent (FTE) licensed staff, or the district shall utilize the services of the county superintendent to fulfill the duties of

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<p>than 18 full-time equivalent (FTE) licensed staff, or the district shall utilize the services of the county superintendent to fulfill the duties of the district superintendent. One individual may serve as both district superintendent and part-time school administrator/principal as defined in ARM 10.55.705(1)(a) or (b). A superintendent serving under this subsection shall devote full time to administration and supervision not to exceed a total assignment of 100% FTE.</p>	<p>the district superintendent. One individual may serve as both district superintendent and part-time school administrator/principal as defined in ARM 10.55.705(1)(a) or (1)(b). A superintendent serving under this subsection shall devote full time to administration and supervision not to exceed a total assignment of 100% <u>1.0</u> FTE.</p> <p><u>(a) school systems with 14 or fewer full-time equivalent (FTE) licensed staff and without a licensed superintendent employed may use a supervising teacher and the services of the office of the county superintendent to satisfy administrator requirements</u></p>



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<p>(b) A full or part-time district superintendent and at least a half-time school administrator/principal shall be employed for a combined elementary-high school district or a county high school district with fewer than 30 FTE licensed staff. A full or part-time district superintendent and at least a half-time school administrator/ principal shall be employed for an independent elementary district with more than 18 but fewer than 30 FTE licensed staff. One administrator may serve as both superintendent and part-time school administrator/principal as defined in ARM 10.55.705 (1)(a) or (b). A superintendent serving under this subsection shall devote full time to administration and supervision not to exceed a total assignment of 100% FTE.</p>	<p>(b) A full or part-time district superintendent and at least a half-time school administrator/principal shall be employed for a combined elementary-high school district or a county high school district with fewer than 30 FTE licensed staff. A full or part-time district superintendent and at least a half-time school administrator/ principal shall be employed for an independent elementary district with more than 18 but fewer than 30 FTE licensed staff. One administrator may serve as both superintendent and part-time school administrator/principal as defined in ARM 10.55.705 (1)(a) or (b). A superintendent serving under this subsection shall devote full time to administration and supervision not to exceed a total assignment of 100% FTE.</p> <p><u>(b) school systems with more than 14 and fewer than 18 FTE licensed staff shall employ a part-time, at a minimum of .10 FTE, licensed superintendent. One individual may serve as both superintendent and principal as defined in ARM 10.55.705(1)(a) or (1)(b).</u></p>
<p>(c) A full-time (one FTE) district superintendent shall be employed for any district with 30 or more FTE licensed staff or 551 or more students.</p>	<p>(c) A full-time (one FTE) district superintendent shall be employed for any district with 30 or more FTE licensed staff or 551 or more students.<u>(c) school systems with 18 or more to fewer than 31 FTE licensed staff shall employ a half-time (.50 FTE) licensed superintendent. One administrator may serve as both superintendent and principal as defined in ARM 10.55.705 (1)(a) or (1)(b).</u></p>

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	<u>(d) school systems with 31 FTE licensed staff or more shall employ a full-time (1.0 FTE) licensed superintendent.</u>
	<u>(e) A superintendent serving under subsection (d) shall devote full time to administration and supervision not to exceed a total assignment of 1.0 FTE.</u>
<p>(2) A combined elementary-high school district, or a county high school district, or an independent elementary school district with 100 or more FTE licensed staff shall employ a full-time curriculum coordinator to supervise the educational program and alignment of standards, assessment, curriculum, instruction, and instructional materials. The curriculum coordinator shall hold a class 3 administrative license. Those districts with less than 100 FTE licensed staff and no full-time curriculum coordinator shall employ the services of a regional curriculum consortium or a part-time, designated curriculum coordinator. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1992 MAR p. 1137, Eff. 5/29/92; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2002 MAR p. 3309, Eff. 11/28/02.)</p>	<p>(2) A combined elementary-high school district, or a county high school district, or an independent elementary school district <u>School systems</u> with 100 or more FTE licensed staff shall employ a full-time curriculum coordinator to supervise the educational program and alignment of standards, assessment, curriculum, instruction, and instructional materials. The curriculum coordinator shall hold a class 3 administrative license. Those districts with less <u>fewer</u> than 100 FTE licensed staff and no full-time curriculum coordinator shall employ the services of a regional curriculum consortium, multi-district collaborative, or interlocal cooperative, or a part-time, designated curriculum coordinator.</p>

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10.55.705 ADMINISTRATIVE PERSONNEL: ASSIGNMENT OF SCHOOL ADMINISTRATORS/PRINCIPALS	10.55.705 ADMINISTRATIVE PERSONNEL: ASSIGNMENT OF SCHOOL ADMINISTRATORS/PRINCIPALS
(1) School districts shall employ appropriately endorsed school administrators/principals as follows:	(1) School districts shall employ appropriately endorsed school administrators/principals as follows: <u>(1) school systems with 9 or fewer full-time equivalent (FTE) licensed staff and without a licensed superintendent may use a supervising teacher and the services of the office of the county superintendent to satisfy principal requirements;</u>
	<u>(2) The assignment of licensed principals shall be based upon student enrollment and prorated as applicable by schools. The following principal assignments are as follows:</u>
(a) for schools in third class elementary districts without a licensed administrator under contract, a supervising teacher and county superintendent will be accepted in satisfaction of administrator requirements for up to eight full-time equivalent (FTE) licensed staff;	(a) for schools in third class elementary districts without a licensed administrator under contract, a supervising teacher and county superintendent will be accepted in satisfaction of administrator requirements for up to eight full-time equivalent (FTE) licensed staff; <u>(a) 0.25 FTE licensed principal shall be assigned to schools with enrollments of 125 to fewer than 175 students;</u>
(b) for schools in districts with an assigned licensed administrator under contract, the following staffing requirements shall apply:	(b) for schools in districts with an assigned licensed administrator under contract, the following staffing requirements shall apply
(i) .5 FTE principal for schools with more than eight and less than 18 FTE licensed staff. A district may satisfy the FTE requirements of this subsection for a school under this circumstance by prorating the assignment of building administrators in other buildings of the district, so long as the	(i) .5 FTE principal for schools with more than eight and less than 18 FTE licensed staff. A district may satisfy the FTE requirements of this subsection for a school under this circumstance by prorating the assignment of building administrators in other buildings of the district, so long as the number of licensed FTE staff for whom each administrator is responsible is not more than 29 and so long as the number of students for whom each administrator is responsible is not more than 550;

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number of licensed FTE staff for whom each administrator is responsible is not more than 29 and so long as the number of students for whom each administrator is responsible is not more than 550;	<u>(b) 0.50 FTE licensed principal shall be assigned to schools with enrollments of 175 to fewer than 250 students;</u>
(ii) one FTE principal for schools with 18-29 FTE licensed staff or 250-550 students;	(ii) one FTE principal for schools with 18-29 FTE licensed staff or 250-550 students; <u>(c) 1.0 FTE licensed principal shall be assigned to schools with enrollments of 250 to fewer than 550 students;</u>
(iii) two FTE administrators/principals for schools with 551-1050 students;	(iii) two FTE administrators/principals for schools with 551-1050 students; <u>(d) 2 FTE licensed principals shall be assigned to schools with enrollments of 550 to fewer than 1050 students;</u>
(iv) three FTE administrators/principals for schools with 1051-1550 students;	(iv) three FTE administrators/principals for schools with 1051-1550 students; <u>(e) 3 FTE licensed principals shall be assigned to schools with enrollments of 1050 to fewer than 1550 students;</u>
(v) four FTE administrators/principals for schools with 1551-2050 students; and	(v) four FTE administrators/principals for schools with 1551-2050 students; and <u>(f) 4 FTE licensed principals shall be assigned to schools with enrollments of 1551 to fewer than 2050 students; and</u>
(vi) five FTE administrators/principals for schools with 2051 or more students.	(vi) five FTE administrators/principals for schools with 2051 or more students. <u>(g) 5 FTE licensed principals shall be assigned to schools with enrollments of 2050 or more students.</u>
	<u>(h) An administrator/principal serving under these subsections (c) through (g) shall devote full time to administration and supervision not to exceed a total assignment of more than 1.0 full-time equivalent (FTE)</u>

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<p>(2) In schools that require two or more FTE administrators/principals, at least one individual shall be appropriately endorsed as principal. At least a second administrator shall have administrative endorsement(s) at the appropriate level(s) and in the area(s) that accurately reflects the administrator's supervisory responsibilities. For example, a school may assign properly licensed and endorsed curriculum coordinators to supervise the appropriate instructional programs.</p>	<p>(2) (3) In <u>a</u> schools that requires <u>two</u> or more FTE administrators/principals, at least one individual shall be appropriately endorsed as principal. At least a second administrator shall have <u>an</u> administrative endorsement(s) at the appropriate level(s) and in the area(s) that accurately reflects the administrator(s)'s supervisory responsibilities. For example, a school may assign properly <u>a</u> licensed and endorsed curriculum coordinators to supervise the appropriate instructional programs. <u>No individual serving under (2) may be assigned a total of more than 1.0 full-time equivalent (FTE)</u></p>
<p>(3) In schools with at least three FTE school administrators who are administratively endorsed, release time of department coordinators or chairpersons may be counted toward additional school administration. Department coordinators or chairpersons counted toward school administration may observe and supervise but shall not formally evaluate classroom instruction. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1992 MAR p. 1137, Eff. 5/29/92; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2007 MAR p. 692, Eff. 5/25/07.)</p>	<p>(3) In schools with at least three FTE school administrators who are administratively endorsed, release time of department coordinators or chairpersons may be counted toward additional school administration. Department coordinators or chairpersons counted toward school administration may observe and supervise but shall not formally evaluate classroom instruction.</p>